Association for Philosophy in Schools Inc

Examination paper

PHILOSOPHY AND ETHICS—UNIT 4

Student Name: _____

Student number: _____

Teacher: _____

Time allowed for this paper

Reading/planning time before commencing work: ten minutes
Working time for paper: three hours

Material required/recommended for this paper

To be provided by the supervisor

This Question/Answer Booklet

To be provided by the candidate

Standard materials: Pens, pencil, eraser or correction fluid, highlighter and ruler.

Special materials: Nil

Important note to candidates

No other materials may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other material of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

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Structure of this paper

Section	Suggested working time	Number of items available	Number of items to be attempted	Marks available
Section One: Reasoning and inquiry skills	50 minutes	8	8	30
Section Two: Philosophical analysis	80 minutes	2	2	40
Section Three: Extended argument	50 minutes	5	1	30
			Total	100

Instructions to candidates

1. Write your answers for section 1 in the spaces provided in this paper. Use a blue or black pen only.

2. You must confine your responses to the items and to follow all instructions specific to each item.

3. Spare answer pages may be found at the end of this booklet if you need more space to answer. Please indicate in the original answer space where the answer is continued.

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Section One: Reasoning and Inquiry Skills **30 Marks**

Attempt all questions in this section.

Allow approximately 40 minutes for this section.

Question 1 **(2 marks)**
Are the following statements analytic or synthetic?

(a) Perth is the capital city of Western Australia.

(b) A lion is a kind of cat.

Question 2 **(3 marks)**
In the following argument:
a) Number each statement in order of appearance (1 mark)
b) Diagram the argument (2 marks)

Right-hand dominant people outnumber left-hand dominant people by a ratio of six to one. This is because People are either left-hand dominant or right-hand dominant. And everyone born on a Tuesday is left-hand dominant. And everyone born on the other six days of the week is right-hand dominant. And births are equally distributed between the days of the week.

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Question 3 **(5 marks)**

For the following argument

c) Bracket and number all the statements that make up the argument (1 mark)
d) Circle the inference indicator(s) (1 mark)
e) Diagram the argument (3 marks)

The best way to avoid getting colds is to not shake hands with other people. But if you are a politician you have to shake hands with people or else you will lose their respect. Thus, if you are a politician you face a dilemma: to shake and suffer or to not shake and lose. You are a politician. In politics winning is everything. So you should shake hands and put up with the colds you will inevitably get.

Question 4 **(5 marks)**

For the following argument

a) Bracket and number all the statements that make up the argument (1 mark)
b) Circle the inference indicator (1 mark)
c) Write down the conclusion (1 mark)
d) Evaluate the strength of the inference (1 mark)
e) Justify your evaluation (1 mark)

If Napoleon had not tried to conquer Russia he would have been Emperor of all of the rest of Europe. But he did try to conquer Russia, so he did not become Emperor of the rest of Europe.

(c)

(d)

(e)

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Question 5 **(4 marks)**

For the following argument

a) Circle the word that best describes the strength of the inference (1 mark)

b) Circle the word that best describes the cogency of the argument (1 mark)

c) Justify your evaluation of the cogency of the argument (2 marks)

If pigs could fly long distances, they would have wings. Pigs don't have wings. Therefore pigs can't fly long distances.

(a) WEAK MODERATE STRONG DEDUCTIVELY VALID

(b) LACKS COGENCY MODERATELY COGENT COGENT

(c)

Question 6 **(2 marks)**

Construct the strongest possible argument that uses all (and only) the following statements. Use a diagram to represent the argument you construct.

1) Ship and air transport are uneconomic for short distances
2) Rail transport is very inflexible
3) There are only four forms of transport for heavy goods: ship, air, truck or rail
4) The only economic and flexible short distance form of heavy goods transport is by truck
5) Truck and rail transport are economic for short distances
6) Truck transport is very flexible

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Question 7 **(5 marks)**

(a) Name the fallacy in the following argument (1 mark)

House prices will either rise or fall. With lower interest rates, house prices will not fall. Therefore, house prices will rise.

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b) Name the fallacy in the following argument (1 mark)

The team did much better after a new coach was appointed, so clearly the new coach brought about the team's improvement.

(c) Name the fallacy in the following argument (1 mark)

God does not exist, so life is meaningless.

(d) (i) Name the fallacy in the following argument (1 mark)
(ii) Explain why the argument is fallacious (1 mark)

People who have lots of friends generally also have outgoing personalities. This shows that having an outgoing personality tends to attract friends.

(i)

(ii)

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Question 8 **(4 marks)**

(a) Express the following sentence as a conditional (If X then Y) statement (1 mark)

Mammals must be only one of three types: placentals or marsupials or monotremes.

(b) Are the following two sentences logically equivalent? Answer YES or NO (1 mark)

(i) If humans are to live on Mars then Mars will have to have water.
(ii) Humans living on Mars is a sufficient condition of there being water on Mars.

(c) Are the following two sentences logically equivalent? Answer YES or NO (1 mark)

(i) If you have a form of transport, then you have a car.
(ii) Having a car is a necessary condition of having a form of transport.

(d) Is the following argument deductively valid? Answer YES or NO (1 mark)

It is legal for you to drive a car only if you are aged 17. You are 17. So it is legal for you to drive a car.

End of Section One

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Section Two: Philosophical Analysis **40 Marks**

This section contains **two** questions. Answer both questions.

Suggested working time for this section is 60 minutes.

Question 9 **(20 marks)**

The following dialogue is an excerpt from a classroom community of inquiry.

You are required to
- summarise (2 marks)
- clarify (6 marks)
- and critically evaluate (12 marks)

the contributions of each participant

Jean-Paul: I believe us to be radically free, Simone, I feel we are as free as we want to be! We can do anything at all, anything our minds dream up. Apart from things that contradict our physical reality as human beings, of course. I mean, we can't just choose to fly all of a sudden, obviously.

Simone: Oh JP, you're right of course, but I can imagine some might disagree with you. After all, some would accept that some things can restrict our freedom. I mean, external factors like war and politics, and internal factors like one's sense of duty…

Jean-Paul: I would counter that such people are simply weak willed! If you blame a sense of duty for not doing what you really want to do, then you are either scared and therefore weak, or what you really want to do is just obey what you believe to be your duty.

Simone: Duty is such a difficult concept anyway. One's duty may be to their family. But one's duty may be to oneself. To be truly authentic how do you follow both if they conflict? Ultimately, people are answerable to themselves. But this kind of freedom you defend, JP, not many people believe they can truly be that free. Many people believe their responsibilities and obligations to others, particularly their families, is very real and should be taken seriously.

Jean-Paul: I did not say that people must not take care of others, Simone. I merely defend that they should only do so if they truly want to. And if they do not want to but do it anyway, they should take full responsibility for this choice, always realising they could do otherwise. People are always free to do otherwise. Even if that is in thought alone.

Simone: Such freedom sounds lovely, but it also sounds so very scary! If I am always so radically free, then the full weight of responsibility for everything I say and do rests squarely on my own shoulders. That may be too heavy a burden for some to acknowledge.

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Section Two: Philosophical Analysis (continued)

Question 10 **(20 marks)**

Choose **one (1)** of the following three passages and

- summarise (2 marks)
- clarify (8 marks)
- and critically evaluate (10 marks)

the topic in the passage

Morality

In some cultures, Cannibalism is an acceptable practice. For example, it is common for the Korowai Tribe in New Guinea to kill and eat the *khakhua* Priests (witches who take on the form of men) to protect members of the tribe from death. Whilst this behaviour is abhorrent to many Western viewpoints, it exemplifies that each culture has different traditions, different practices and different morality. On closer study, this shows that it is difficult to to develop any common ground between different cultures. Even within cultures there are huge moral differences. For example, in Western Societies, the taking of a human life against their wishes can be justified in practices such as Capital Punishment, Killing in self defence and Killing in War. This shows that morality depends on the situation. Because of this, we can conclude that there are no Universal moral values.

War and Peace

The conduct of the Allies in the Second World War was not Just. The Just War theory is used by the Church as a means of establishing if a War can be considered 'Just'. Its purpose is to prevent War rather than promote it. The theory is most famously attributed to Thomas Aquinas who developed a set of 'conditions' that a Conflict must meet to be considered 'Just'. These include that the War must be declared by a proper authority; that it should be fought for a good reason with the intention of establishing peace and justice. The Second World War clearly met many of the required conditions eg It was a last resort declared by the British government to stop Hitler's tyranny in Europe. However, during the course of the War, force was used that was not proportional to the outcome. The Allied Carpet Bombings of Dresden and the use of the Atomic Bomb in Hiroshima targeted civilians who were not related to the objectives. These attacks killed thousands of innocent people and far exceeded the amount of force needed to win the conflict.

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Issues of Death

Shakespeare described death as the undiscovered country from which no traveller has returned. This year has been a year of unprecedented celebrity deaths. Superstars such as Prince, Muhammad Ali and David Bowie have all died unexpectedly. This has left many people questioning life and death. The problem is, what happens after we die is completely unknown. This uncertainty causes anxiety and many beliefs emerge to ease the worry. For example, some people embrace the fact that there is no life after death, and follow the belief that all that matters is what happens in this life. Other people believe in concepts such as the Hindu idea of reincarnation or the Christian view of Heaven and Hell. Common to both these ideas is the notion that actions in this life will have consequences in the next life. Hindus follow the law of Karma, while Christians believe that an All Powerful God will Judge their actions. Therefore, these beliefs show that whatever a person believes – regardless of whether it is true - brings comfort.

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Section Three: Extended Argument **30 Marks**

This section contains **five** questions. Answer **one** question only. Write your answer in the spaces provided.

Suggested working time for this section is 50 minutes.

Choose **one** of the following five questions. Argue for or against the statement in the question, giving clear definitions, examples and reasons.

(30 marks)

Question 11

Killing animals is fine provided it is for human gain.

or

Question 12

God is unknowable.

or

Question 13

Free will causes suffering.

or

Question 14

It is a duty to play an active role in political life.

or

Question 15

Religion and science are just interpretations of the world.

End of questions

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